

平成30年度

群馬県公立高等学校

入学者選抜学力検査問題

英 語

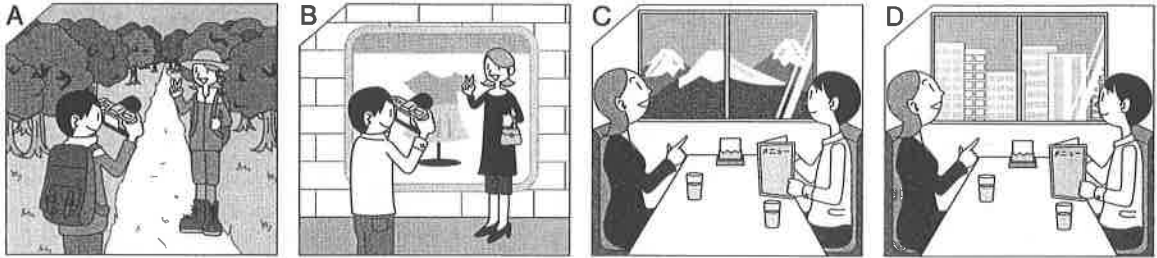
(後期選抜)

注 意 事 項

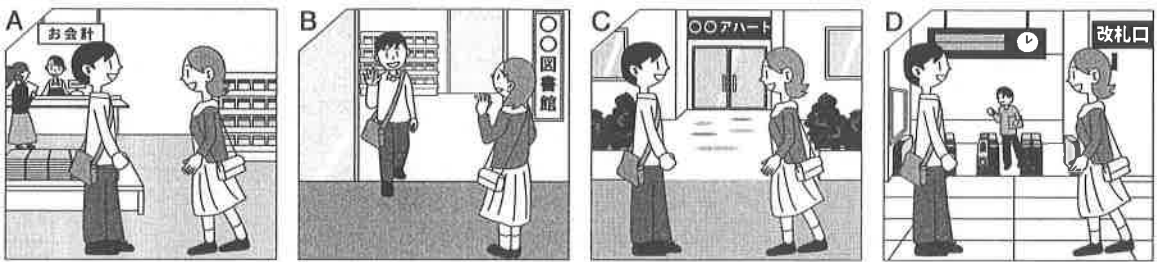
- 1 「始めなさい。」の指示があるまで、問題用紙を開かないこと。
- 2 解答は、すべて、解答用紙に記入すること。
- 3 「やめなさい。」の指示があったら、直ちに筆記用具を置き、問題用紙と解答用紙の両方を机の上に置くこと。
- 4 問題は、1ページから7ページまであります。(1～4の放送を聞いて答える問題は、メモをとってもよい。)
- 5 *が付いている語句は、後に(注)があります。
- 6 解答用紙の、小計の欄には何も書かないこと。

1 これから、No.1とNo.2について、それぞれ2人の対話の流れます。それぞれの場面での対話ですか、A～Dの中から選びなさい。

No.1



No.2



2 これから流れる英文は、中学生のShoheiがアメリカを訪れた際に、カルチャーセンターで受けた説明です。それを聞いて、【広告】の空欄①～③に当てはまるものを、ア～ウの中からそれぞれ選びなさい。

【広告】

Special Summer Lessons

Drum Lessons

DAYS of the WEEK :

TIME : From 3:30 p.m. to 5:30 p.m.

PLACE :

English Lessons

DAYS of the WEEK : From Thursday to Sunday

TIME :

PLACE : Room number 10

- ① ア From Tuesday to Saturday
 イ From Tuesday to Sunday
 ウ From Thursday to Saturday
- ② ア Room number 15
 イ Room number 30
 ウ Room number 50
- ③ ア From 1:30 p.m. to 2:30 p.m.
 イ From 1:30 p.m. to 3:00 p.m.
 ウ From 3:30 p.m. to 4:30 p.m.

3 これから、KenさんとMikaさんがそれぞれ自分の仕事について話をします。2人の話について、No.1～No.3の3つの質問が流れます。それぞれの質問に対する答えを、ア～エの中から選びなさい。

No.1

- ア He was 16 years old.
- イ He was 18 years old.
- ウ He was 22 years old.
- エ He was 26 years old.

No.2

- ア She was a friend of the doctor.
- イ She read a book about the doctor.
- ウ She met the doctor in a small village.
- エ She watched a TV program about the doctor.

No.3

- ア They enjoy working in a big city.
- イ They save many people in Japan.
- ウ They work together to help people.
- エ They have the jobs they wanted.

4 これから、中学生のJunkoと、Junkoの家でホームステイをしているSteveの対話が流れます。Junkoが2度目に発言する部分で次のチャイムを鳴らします。(チャイム音) あなたがJunkoなら、このチャイムのところで何と言いますか。対話の流れに合うように内容を考えて、英語で書きなさい。

Steve :

Junko :

Steve :

Junko :


Steve :

5 中学生のHiroshiが、学校新聞に英語で次の【記事】を書きました。これを読んで、英文の意味が通るように、(ア)～(エ)に当てはまる単語を下の〔 〕内からそれぞれ1語選び、書きなさい。また、には、この【記事】全体の適切な見出しとなるように、【記事】の中から連続した4語の英語を抜き出して、書きなさい。

【記事】


Find your own !

Last week, I talked to our English teachers and asked them about learning English. How did they learn English?




Mr. Suzuki

I learned many good *expressions in movies (ア) watching them again and again. If you like movies, watching them in English is a very good way.



Ms. Mori

I was in the English *drama club when I was a student. In the club, I learned (イ) to show my *feelings in English.



Ms. Yamada

Talking with friends from other countries was a wonderful way for me. I learned both English (ウ) things about their countries.

Each teacher has his or her own way of learning English. I (エ) that we can find our own ways, too!

(注) expression 表現 drama 演劇 feeling 感情

〔 also and by hope how of want what 〕

6 次の英文を読んで、後の(1), (2)の問いに答えなさい。

Before dinner, Sota is talking with his mother and Kevin, his friend from Canada.

Kevin : Everything looks *delicious! What's this, Sota?

Sota : This is *chirashizushi.

Kevin : Chirashizushi? I've never seen it before. Do you often eat it?

Sota : Yes. My mother usually makes it when we have happy events.

Kevin : Interesting! Can I have some?

Sota's mother : Please try it.

Kevin : Oh, it's really delicious!

Sota's mother : I'm glad to hear that. I cooked some other Japanese *dishes for you. Please enjoy all of them.

Kevin : Thank you so much. I really like Japanese food.

Sota :

Kevin : I like *sushi* the best. I sometimes go to a *sushi* restaurant in Canada with my family.

Sota : Is Japanese food popular in Canada?

Kevin : Yes, it is. There are many Japanese restaurants in my city.

Sota : Why do *Canadian people like Japanese food so much?

Kevin : Let's see. It is *well-balanced because many kinds of food are used in Japanese dishes.

Sota's mother : That's one good point about Japanese food. And Japanese food has another good point. Some traditional Japanese dishes look beautiful, so we can enjoy them with our eyes.

Sota : I agree. When I went to Kyoto with my family, we enjoyed very beautiful Japanese dishes. Some of them were *decorated with flowers. They were so beautiful that I took a lot of pictures. Here are some of the pictures.

Kevin : Wow! They look really beautiful.

(注) delicious おいしい *chirashizushi* ちらしずし dish 料理 Canadian カナダの
well-balanced バランスのとれた decorated with ~ ~で飾られた

(1) ~ に当てはまるものとして、次のア～エから最も適切なものを、それぞれ選びなさい。

A ア Me, too.

イ Of course.

ウ Good job.

エ I have some.

B ア What Japanese food do you like?

イ Where are *sushi* restaurants in Canada?

ウ How do you cook it?

エ When do you eat *chirashizushi*?

C ア I have seen Japanese restaurants in my city before.

イ I don't know about Japanese people very much.

ウ I don't think that Japanese food has been so popular.

エ Canadian people think Japanese food is good for their health.

(2) 本文の内容と合っているものを、次のア～オから2つ選びなさい。

ア Kevin has eaten *chirashizushi* in Canada before.

イ Sota's mother made Canadian dishes with Sota and Kevin.

ウ Kevin and his family have been to a *sushi* restaurant in Canada.

エ In Kyoto, Sota enjoyed dishes decorated with flowers.

オ Sota took many pictures of his friends in Kyoto.

7 次の英文を読んで、後の(1)~(3)の問いに答えなさい。

Atsuko is a junior high school student. One day, Mr. Kobayashi, Atsuko's English teacher, said to the class, "Everyone, *the Olympic Games will come to Tokyo in 2020. About 200 countries *took part in the Olympic Games in 2016. It will be fun to watch the Olympic Games if you know more about the *connections between Japan and other countries. Now, I am going to give everyone a card. Each card has the name of a country. Your homework is to find some connections between Japan and the country on your card. You are going to *make a speech about them in the next class." The country written on Atsuko's card was Australia.

That night, she talked with her mother. Atsuko said, "I don't know what to do for my speech." Her mother asked, "What do you know about Australia?" Atsuko answered, "Well Oh, *koalas!" "Why don't you study about them?" her mother said. Atsuko used the Internet and found a connection between Japan and Australia.

The next day, Atsuko and her mother went to the supermarket. Atsuko found some food from Australia. She thought, "Oh, I've found another connection." After she came home, she looked for more food from Australia in her house.

In her next English class, she made a speech.

Hello, everyone. I will talk about two connections between Japan and Australia.

First, I will tell you about koalas. Do you like koalas? I like them very much. But I am sad because the number of koalas is *decreasing in Australia. Koalas are losing their homes and food. People cut down the trees koalas need. And then, Japan *imports those trees to make paper. So there is a connection between koalas in Australia and the paper we use.

Second, I will talk about food from Australia. I went to the supermarket with my mother, and I found *beef and oranges from Australia. About 40% of beef eaten in Japan is from Australia. Japan imports a lot of oranges, and about 30% of them are from Australia. So the food you eat may come from Australia.

Now, you know that there are connections between Japan and Australia. When you use paper or eat an orange, remember these connections.

After Atsuko's speech, Mr. Kobayashi said, "You found interesting connections. You did very well." Atsuko smiled and said, "Thank you. I want to learn more about other countries."

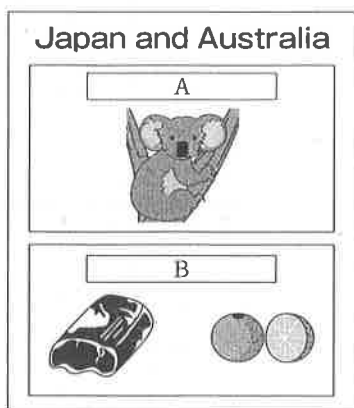
(注) the Olympic Games オリンピック take part in ～ ～に参加する connection 関係
 make a speech スピーチをする koala コアラ decrease 減少する
 import ～ ～を輸入する beef 牛肉

(1) 次の①, ②の問いに, 英語で答えなさい。

- ① What was Atsuko's homework?
- ② What did Atsuko do after she came home from the supermarket?

(2) 次の【ポスター】は, Atsukoが要点をまとめて, スピーチをする際に示したものです。【ポスター】中の , に当てはまるものとして, ア～ウから最も適切なものを, それぞれ選びなさい。

【ポスター】



- A ア Japan buys the trees koalas need.
 イ The number of koalas in Japan is decreasing.
 ウ People in Japan built houses for koalas.
- B ア Shopping in Australia is fun.
 イ I love beef and oranges from Australia.
 ウ Japan imports food from Australia.

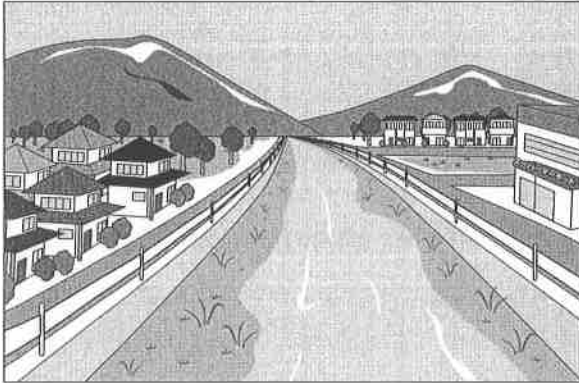
(3) 全員のスピーチの後で, 友人の発表について感想や考えを英語で書く活動を行いました。あなたなら, Atsukoの発表について, にどのようなことを書きますか。〔記入例〕に従って, 20語～25語の英語で自由に考えて書きなさい。なお, 英文の数はいくつでもよく, 符号(, . ! ? ")などは語数に含めません。

Thank you for your speech, Atsuko. I learned many things from it.
 I want to save koalas, and I have an idea.

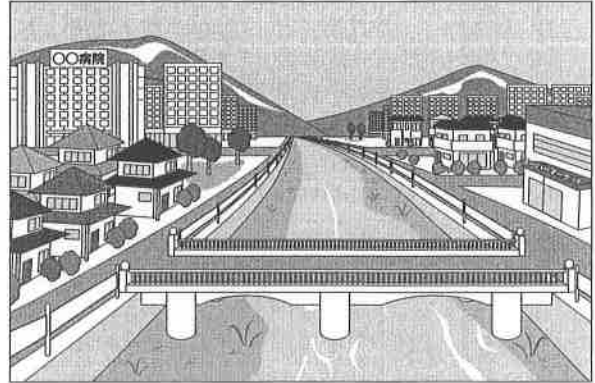
〔記入例〕 Is it raining now? No, it isn't.

8 次の2つの絵は、ある市の15年前の様子と現在の様子を同じ場所から描いたものです。この2つの絵の違いに関して、下の《条件》に従って、、に英語で書きなさい。

【15年前の様子】



【現在の様子】



Now,

So people in this city

《条件》

- ・ では、【現在の様子】について、【15年前の様子】と異なる点のうち1つに着目して、1文で説明すること。
- ・ では、によって人々の生活が現在どうなっているかを想像し、〔記入例〕に従って、20語～25語で書くこと。なお、英文の数はいくつでもよく、符号（ ， . ! ? “ ” など）は語数に含めません。

〔記入例〕 Is it raining now? No, it isn't.